

# Project WILD Schoolyard Habitat Activities

Activity Name and Grade Level	Resource and Page # (*)	Correlation to Common Core Standards	Correlation to Next Generation Science Standards	Notes
<b>Color Crazy</b> <b>Grades K-4</b>	Project WILD pg. 2		3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Use common insects or birds found in the schoolyard.
			2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.	
<b>Grasshopper Gravity</b> <b>Grades K-4</b>	Project WILD pg. 4		4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, reproduction.	Use insects found in the schoolyard.
<b>Classroom Carrying Capacity</b> <b>Grades K-4</b>	Project WILD pg. 9		K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	Relate the activity to species found in the schoolyard or complete outdoors.
			3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	
<b>Habitat Rummy</b> <b>Grades 5-8</b>	Project WILD pg. 14		None.	Select animals found in the schoolyard. Note: Requires a lot of work ahead of time for the instructor.
<b>Habittracks</b> <b>Grades K-4</b>	Project WILD pg. 53		K-LS1-1. Use of observations to describe patterns of what plants and animals (including humans) need to survive.	Select animals found in the schoolyard. Note: Requires a lot of work

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			<b>K-ESS3-1.</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	ahead of time for the instructor.
<b>Habitrekking Grades 3-4</b>	Project WILD pg. 79		<p><b>3-LS4-3.</b> Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p> <p><b>4-LS1-1.</b> Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction</p>	Complete in the schoolyard and surrounding areas.
<b>Tracks! Grades 5-8</b>	Project WILD pg. 30		<b>MS-LS4-1.</b> Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operation today as in the past (requires significant adaptation to meet this standard).	Can record data on tracks, scat, and signs found in schoolyard. Check sandy, muddy, or snowy areas.
<b>Spider Web Geometry Grades 5-8</b>	Project WILD pg. 34		None.	As an extension, search for local spiders and draw webs.
<b>Oh Deer! Grades 5-8</b>	Project WILD pg. 36		<b>MS-LS2-2.</b> Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	Can be completed outdoors. As an extension, look for presence of deer and habitat.

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Wild Words Grades 5-8	Project WILD pg. 41		None.	Use as an on-going project that utilizes the schoolyard. Great activity to encourage nature journaling.
Can Do! Grades 9-12	Project WILD pg. 446		<p><b>HS-LS2-7.</b> Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p><b>HS-LS4-6.</b> Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p> <p><b>HS-ETS1-2.</b> Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p><b>HS-ETS1-3.</b> Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p><b>HS-ESS3-4.</b> Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p>	Encourages students to think of ways in which the schoolyard could be improved to support wildlife. Can incorporate student designs.
What's for Dinner? Grades 5-8	Project WILD pg. 96		<b>5-PS3-1.</b> Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain warmth) was once energy from the sun (must emphasize the sun as the source of energy for plants to meet this standard).	Good for schools with a vegetable garden. As an extension, look for evidence of food webs in the schoolyard.

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			<p><b>5-LS1-1.</b> Support an argument that plants get the materials they need for growth chiefly from air and water (again, focus on plants and what they need to meet this standard).</p> <p><b>5-LS2-1.</b> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment (include decomposers to meet this standard).</p> <p><b>MS-LS2-3.</b> Develop a model to describe the cycling of matter and flow of energy among living organisms.</p>	
<b>Animal Charades Grades K-4</b>	Project WILD pg. 280		<b>K-ESS3-1.</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live (have students conduct further research on ways their animal finds what it needs in it's habitat to meet this standard).	Could be completed outdoors.
<b>Animal Poetry Grades 5-8</b>	Project WILD pg. 282		None.	Could be completed outdoors. Great activity to encourage nature journaling.
<b>My Kingdom for a Shelter Grades 5-8?</b>	Project WILD pg. 28		<b>MS-LS2-1.</b> Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations or organisms in an ecosystem (to meet this standard, students would have to analyze and interpret data).	Requires collection of natural materials outdoors; would not be good for schools with limited outdoor areas.

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<b>Wildlife is Everywhere!</b> Grades 5-4	Project WILD pg. 51		<b>K-LS1-1.</b> Use observations to describe patterns of what plants and animals (including humans) need to survive (expanded discussion of where animals live is needed to meet this standard).	Similar to Urban Nature Search.
<b>Shrinking Habitat</b> Grades 5-8	Project WILD pg. 310		<b>MS-ESS3-3.</b> Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.	Could be completed outdoors. As an extension, examine habitat loss in schoolyard.
			<b>MS-ESS3-4.</b> Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	
<b>What's That, Habitat?</b> Grades K-4	Project WILD pg. 56		<b>K-LS1-1.</b> Use observations to describe patterns of what plants and animals (including humans) need to survive (additional discussion of plants is needed to meet this standard).	Complete using animals found in the schoolyard. Have students research and locate habitat for local species.
			<b>K-ESS3-1.</b> Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live (additional discussion of plants is needed to meet this standard).	
<b>Urban Nature Search</b> Grades 5-8	Project WILD pg. 70		<b>MS-LS1-5.</b> Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms (this activity does not touch on genetics).	Similar to Wildlife is Everywhere! Record observations with Project Noah or iNaturalist.

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<b>Environmental Barometer</b> <b>Grades Pre-K - 4</b>	Project WILD pg. 77		<b>K-LS1-1.</b> Use observations to describe patterns of what plants and animals (including humans) need to survive (must discuss why wildlife is or is not present in certain areas to meet this standard).	Complete in the schoolyard and surrounding areas. <b>Incorporates a field investigation.</b>
			<b>K-ESS3-1.</b> Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	
			<b>3-LS4-3.</b> Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	
			<b>3-LS4-4.</b> Make a claim about the merit of a solution to a problem caused when the environmental changes and they types of plants and animals that live there may change.	
<b>Microtrek Treasure Hunt</b> <b>Grades 5-8</b>	Project WILD pg. 82		None.	Complete in the schoolyard.
<b>Ants on a Twig!</b> <b>Grades 5-8</b>	Project WILD pg. 88		None.	Complete in the schoolyard. Compare and contrast ant species found in the schoolyard.
<b>Seed Need</b> <b>Grades 5-8</b>	Project WILD pg. 98		<b>MS-LS2-1.</b> Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Could be completed in a schoolyard with a garden, field, or forested area. As an extension, collect

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			<p><b>5-LS2-1.</b> Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p><b>MS-LS1-4.</b> Use an argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.</p>	phenology data for Project BudBurst.
<b>Eco-Enrichers Grades 5-8</b>	Project WILD pg. 102		<p><b>MS-LS2-3.</b> Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem (make discussion of energy flow explicit to meet this standard).</p> <p><b>MS-LS2-5.</b> Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p>	Complete indoors utilizing what was found outdoors.
<b>Surprise Terrarium Grades K-4</b>	Project WILD pg. 120		<p><b>3-LS3-2.</b> Use evidence to support the explanation that traits can be influenced by the environment.</p> <p><b>4-LS1-1.</b> Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p>	Complete indoors utilizing what was found outdoors.
<b>First Impressions Grades K-4</b>	Project WILD pg. 178		<b>K-E223-3.</b> Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment (extend the discussion to human behavior to meet this standard).	Complete using animals found in the schoolyard.

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<b>Learning to Look, Learning to See</b> Grades Pre-K - 4	Project WILD pg. 278		None.	Ties nicely with Wild Words, Drawing on Nature.
<b>Drawing on Nature</b> Grades 5-8	Project WILD pg. 285		None.	Ties nicely with Learning to Look, Learning to See and Wild Words. Great activity to encourage nature journaling.
<b>Noisy Neighbors</b> Grades 5-8	Project WILD pg. 317		<b>MS-ESS3-3.</b> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Good for schools in densely populated areas.
<b>World Travelers</b> Grades 5-8	Project WILD pg. 330		<b>MS-LS2-4.</b> Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	Document invasive species in the schoolyard.
<b>Bird Song Survey</b> Grades 9-12	Project WILD pg. 406		<b>MS-LS2-1.</b> Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Could be completed in the schoolyard or surrounding areas. Add data to eBird.
<b>Deer Dilemma</b> Grades 9-12	Project WILD pg. 426		<b>HS-ETS1-3.</b> Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.	Examine impact of deer on schoolyard. Document evidence of browse.
<b>Litter We Know?</b> Grades 5-8	Project WILD pg. 434		<b>MS-ESS3-3.</b> Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Complete in the schoolyard or surrounding areas. Look for evidence of trash impacting wildlife.

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<b>Improving Wildlife Habitat in the Community</b> Grades 5-8	Project WILD pg. 440		<b>MS-LS2-5.</b> Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Complete using the schoolyard as a template.
<b>Dropping in on a Deer</b> Grades 9-12	Project WILD pg. 420		This is a research design project, student's individual projects may address any number of standards at the high school level.	<b>Incorporates a field investigation.</b>
<b>Aqua Words</b> Grades K-5	Aquatic WILD pg. 69	Grades K-2: W2, W5, W6, W8, SL1, SL2, SL6, L1, L2, L5		Could be completed outdoors. Great activity to encourage nature journaling.
		Grades 3-5: W2, W4, W5, W6, W8, W10, SL1, SL2, L1, L2, L5		
<b>Migration Headache</b> Grades 6-8	Aquatic WILD pg. 18	None		Could be completed outdoors. Examine schoolyard for migratory species, look for migration barriers and hazards.
<b>Got Water?</b> Grades 4-5	Aquatic WILD pg. 24	Grades 3-5: RI 1, RI 4, RI 7, RI 9, W2, W4, W5, W7, W8, W10, SL1, SL2, SL4, SL5, SL6, L1, L2, L3, L6		<b>Incorporates a field investigation.</b>
<b>Water Safari</b> Grades K-2	Aquatic WILD pg. 37	Grades K-2: W2, W8, SL1, SL2, SL3, SL4, SL5, SL6, L1, L3,		<b>Incorporates a field investigation.</b>

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<b>Where Does Water Run?</b> Grades 6-12	Aquatic WILD pg. 44	Grades 6-8: RI 4, RI 7, W2, W4, W5, W7, W10, SL1, SL2, SL4, SL6, L1, L2, L3, L4, L6, RST1, RST3, RST4, RST7, WHST2, WHST4, WHST5, WHST7, WHST10		Good for schoolyards with a lot of pavement. <b>Incorporates a field investigation.</b>
		Grades 9-12: RI 1, RI 4, RI 7, W2, W4, W5, W7, W10, SL1, SL2, SL4, SL6, L1, L2, L3, L4, L6, RST1, RST3, RST4, RST7, WHST2, WHST4, WHST5, WHST7, WHST10		
<b>Micro Odyssey</b> Grades 3-8	Aquatic WILD pg. 91	None.		Use puddle water in the schoolyard if no other water is available.
<b>Edge of Home</b> Grades 3-8	Aquatic WILD pg. 119	Grades 3-5: W2, W3, W4, W5, W8, W10, SL1, L1, L2, L3, L6,		Examine ecotones in the schoolyard. <b>Incorporates a field investigation.</b>
		Grades 6-8: W2, W3, W4, W5, W10, SL1, L1, L2, L3, L6, WHST2, WHST4, WHST5, WHST10		
<b>Puddle Wonders</b> Grades 6-8	Aquatic WILD pg. 166	Grades 6-8: W4, W5, W6, W7, W10, SL1, SL2, SL4, SL5, SL6, L1, L2, L3, L6, RST3, RST4, WHST2, WHST4, WHST5, WHST6, WHST7, WHST10		<b>Incorporates a field investigation.</b>

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<b>Watershed Grades 6-12</b>	Aquatic WILD pg. 196	Grades 6-8: W2, W4, W5, W10, L1, L2, L6, WHST2, WHST4, WHST5, WHST10 Grades 9-12: W2, W4, W5, W10, L1, L2, L6, WHST2, WHST4, WHST5, WHST10		Could be completed in the schoolyard, depending on the topography of the landscape.
<b>Turtle Hurdles Grades 3-8</b>	Aquatic WILD pg. 246	None.		Could be completed outdoors.

\*Guide versions used: Project WILD 2009; Aquatic WILD 2013.



Larry Hogan, Governor                      Mark J. Belton, Secretary  
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